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In closing I wish to apologize for the frequent occurrence of the first personal pronoun in this address. I endeavored to get rid of it and substitute vague language, but found all the interest of what I had to say elided with the obnoxious pronouns. I have, as it were, conveyed you to my class-room and exhibited myself, so to speak, in my shirt-sleeves. My methods have been successful as far as I can judge from the opinions of my chief, from the parents of my pupils, from the pupils themselves and from their behaviour at college. But I do not wish to be misunderstood. I am not claiming any special excellence for my methods as compared with any other man's methods. It seems to me that each man's methods are the best for himself.

What I have said has no bearing upon scholarship and refers only to teaching. Some one may say that the methods divulged are theatrical and questionable. Yet all psychologists and pedagogists seem agreed that spontaneous attention on the pupils' part is far more profitable than forced attention. The problem how to produce spontaneous attention has solved itself in my classes by the use of those methods, some samples of which I have laid before you.

Recalling the time when I was a young man with no method whatever, groping helplessly to find one, I think it possible that what I have said may be not without value for some one here and there. Even a wrong method enthusiastically and confidently applied is better than a good method mishandled, far better than no method at all. EDWARD L. WHITE

THE BOYS' LATIN SCHOOL, BALTIMORE.

SUMMARY

The School Review for June contains a "Symposium on the Value of Humanistic, Particularly Classical, Studies as a Preparation for the Study of Law, from the Point of View of the Profession", forming a part of the program of the Classical Conference at Ann Arbor, Michigan, March 27, 1907. The substance of one of these papers is, very briefly, as follows:

I. The Value to the Lawyer of Training in the Classics, by Merritt Starr of the Chicago Bar (pp. 409-416).

The primary need of the lawyer is common sense, i. e. judgment. His contentious work is concerned largely with (1) the ascertainment of facts and their proof, (2) the ascertainment of the law and its authoritative statement, (3) the interpretation of the law, (4) its expression, and (5) its record. Along with these positive operations go the negative, that is, the working out in thought of the probable moves of one's opponent. What faculties

are most necessary for the carrying out of these processes? For the first three the faculty of judgment, which "measures, weighs, compares and balances" the conflicting phases of a complicated set of facts, and the conflicting motives, statements, etc., of the parties and the witnesses. For interpretation the dialectic faculties also are required, the power to examine critically, to discover meanings and their mode of expression. Judgment is interwoven with all these. In the expressional and record-making work, the language faculties are the prime factors. Hence "the faculties of judgment and the linguistic faculties are pre-eminent in the work of a lawyer, and should be developed by special education". The best training for this purpose is secured through the study of the Classics. In translation the student must "weigh, compare, contrast and balance" meanings to obtain (1) the real meaning of the original, (2) the best English equivalent. He must regard the connectives and less important words as signs and observe them accordingly. He must choose between cases having the same form, between the different uses of the subjunctive, between the different rhetorical forms to which the sentence may belong, and at each stage he must check his work to see that he is right. In short he must exercise his judgment.

Comparing the classics with (a) mathematics, (b) the modern languages, (c) the natural sciences, (d) the applied sciences, (e) historical studies, (f) philosophical studies, the speaker contended that the Classics give superior training, because, "while each of the other groups has some point of excellence in which it surpasses all others, yet in the discipline of the faculties which measure, and weigh and compare, and contrast and balance the different elements, and exercise selection and make decision among them, the study of the Classics surpasses them all". In mathematics there is practically but one solution, obtained in but one way, hence little exercise of the judgment; in the case of the modern languages residence in the country solves most of the difficulties; the natural and applied sciences train chiefly the powers of observation; the historical and philosophical studies, after the initial stages as information studies, come next to the Classics in training the judgment, but they require a basis on which to build.

From the point of view of the lawyer as a business adviser, perhaps his chief work at present, "the mind trained by the rules and exceptions of classic syntax and their examples in literature has a familiarity with the forms of thought as distinguished from the words in which they are expressed, which nowhere else . . . can be acquired so well".

The argument that the Classics are uninteresting,

hard and dry, is for the lawyer an important element in their value, for the study of uninteresting statutes and ancient blue books must form a large part of his work. Special aptitude may overcome one's dislike for the drudgery, but the average youth needs the special training in the interpretation of documents that are uninteresting, and this preliminary difficulty should be conquered before he enters upon his work.

The additional arguments might be adduced of the number of terms adopted bodily from the Latin, the Latin terminology characteristic of the law, the fact that our law is founded upon the Roman law, etc. In this connection the speaker regretted that courses in the Institutes of Gaius and Justinian are not more frequently offered, so that students might have an opportunity to become familiar not only with classical forms of thought and expression but with legal conceptions also.

"We know, of course, that the slang of the street, the jargon of the market-place, and the vogue of the moment pervade the current use of English. This is true of every other language in current use. We know again that among the thousand books put forth each year, but one or two survive and are worthy our study. And we are oftentimes perplexed to select those two, and avoid loss of time and effort upon the unworthy. But among the Classics the winnowing hand of time has made the selection for us. The slang, the jargon, and the vogue have passed. The clamorous utterances of the ephemeral and the unworthy have perished. The fittest, however, survive.

One accent of the Holy Ghost
The heedless world hath never lost.

And these are our Classics; these the testings and selections which the ages have pronounced worthy. It is the absorption of these, the mastery of their spirit, and the equipment that they yield which give to the educated lawyer his special strength; which give the educated man in every field his sense of kinship with the great minds of all ages; which store his mind with the resources of the world; which give the spirit and leading which he needs.

The man who knows his Classics goes through the work of life saying:

I have heard the lofty paeans
Of the masters of the shell,
Who have heard the starry music,
And recount its numbers well;
Olympian bards who sung
Divine ideas below,
Which always find us young
And always keep us so.

And he has within him the sense of largeness and of power that gives him in some degree, however

small, a fellowship with the greatest and noblest—with

Caesar's hand, and Plato's brain,
The Lord Christ's heart, and Shakespeare's strain".

TEACHERS COLLEGE

THEODORA ETHEL WYE

NOTES

The Classical Club of the Normal College, New York City, heard Professor Charles Knapp of Barnard College on October fourth.

Travel in Ancient Times as seen in Plautus and Terence was the attractive topic of the lecture.

Professor Knapp illumined for us the company of travelers of Menander's day with the scholarly light of extracts from the sources and the personal light of his own enthusiasm. We saw the pilgrims in the low-crowned broad-brimmed hats going about the business of travel—the excursionist being then unknown. There were the *miles*, the *mercator*, owning his own ship, the rescuer of lost or kidnapped children—with now and then a *legatus publice missus* or some other. No extensive travel by land is mentioned. To reach a city's port or its suburbs was sufficient for the journeys that must be made on foot. The Athenians loved to live in the country. There is, therefore, much talk of travel *rus* and *rure*. By sea more ambitious journeys were made as far as India and into Africa. Stay-at-home personages in the plays send letters to those who are *peregre*, or receive them from travelers in distant lands. It becomes clear that considerable traveling was done.

The lecture may be found printed in Classical Philology, volume 2, numbers 1 and 3. There was a strong inspiration in hearing it delivered by the author and in sharing his evident delight in the voyaging of the very real men and women that live in the plays of Plautus and Terence.

NORMAL COLLEGE

JEANNETTE S. SEWELL

Professor John C. Rolfe, of the University of Pennsylvania, is in Rome for the academic year, as annual professor in the American School of Classical Studies.

Professor J. L. Moore, of Vassar College, has just returned from a year abroad, spent largely in Italy in study.

Dr. Duane Reed Stuart, who came to Princeton University two years ago as Preceptor in Classics, is now Professor of Greek and Latin at that university.

At the beginning of the current academic year Professor Edward Capps, who for a number of years has been at the University of Chicago as Professor of Greek, came to Princeton University as Professor of Classics.